



COMMUNITY PARTICIPATION

AND

MOBILISATION

TRAINER'S HANDBOOK

FOR

HIGHER AND LOWER LOCAL

GOVERNMENTS

**Ministry of Local Government
P.O. Box 7037
Kampala**

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NOT FOR SALE

Foreword by the Ministry of Local Government

Summary of the Course

Background

The role of Civil Society Organizations (CSOs) in facilitating and mobilising communities for their full participation in local governance and the development process has been acknowledged by all stakeholders in the development process in Uganda. In order to ensure the democratic participation of the people in decision-making, CSOs, together with their respective local governments, need to be equipped with the requisite skills to mobilise and involve communities in the planning, implementation, and monitoring of programs in their respective communities.

Target Training Population

This training is targeted for representatives from CSOs and local government departments. The middle cadre staff of CSOs and staff of the local governments directly involved in mobilizing the communities, and the Councilors at the different levels of local government, are a critical target for this training. For effective and efficient management of the training, it should be delivered as a three-day course, and the total number of participants should not exceed 30.

Overall Aim of the Training

The purpose of this training is to build the capacity of CSOs by equipping them with the necessary skills to be able to mobilise the community for active participation in the local government development process. CSOs' position in the overall decentralisation framework, community empowerment, community mobilisation skills, the role of women in development, community based environmental management and development, development initiatives, linkages among the different stakeholders, and HIV/AIDS, among others, constitute the contents of the Module.

Training Objectives

By the end of the course, participants should be able to:

- Place the role of civil society in participatory democracy, decision-making, and the overall decentralization framework.
- Define the role of CSOs and other stakeholders in facilitating the communities for full and active participation in the planning and development for poverty eradication.
- Identify areas for collaboration among the different players, i.e. local governments and other partners in community mobilisation for development
- To demonstrate ability to carry out community mobilisation and to facilitate people's participation in the governance process.

Training Methods and Skills

The training method to be used in this Manual is essentially the experiential learning approach. The trainer(s) should be university graduates or Diploma holders who have demonstrated familiarity with operation of local governments and CSOs. They should have Training of Trainers' skills or experience in training in a similar field; experience in community work is an added benefit.

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1.0 Introduction

Since 1993, Government of Uganda has pursued implementation of the decentralization policy. The Policy as enshrined in the Constitution of the Republic of Uganda 1995, Chapter 11 and operationalized by the Local Governments Act, 1997, gave rise to devolution of functions, powers and services at all levels of local governments. It was intended to increase local democratic control and participation in decision-making, planning as well as to mobilise support for development. The devolution form of decentralization that Uganda adopted was specifically meant to achieve the following objectives:

- Transfer real power to Local governments and reduce the work load on under resourced central offices;
- Bring political and administrative control over services to the point of delivery;
- Free local managers from central constraints and allow them to develop organizational structures tailored to local circumstances
- Improve financial accountability by establishing a clear link between payment of taxes and provision of services.
- Improve local council capacities to plan, finance and manage service delivery to their constituencies

The role of civil society organisations in facilitating and mobilising communities for their full participation in local governance and the development process has been acknowledged by all stakeholders in the development process in Uganda. Local governments with a high presence of both NGOs and community-based organisations have registered increased awareness of the people about their role and relation to their respective governments, and their participation in planning has been enhanced.

In order to ensure the democratic participation of the people in, and control of decision-making, civil society organisations together with their respective Local governments need to be equipped with the requisite skills to mobilise and involve communities in the planning, implementation and monitoring of programmes in their respective areas informed by the overall decentralisation framework and the Government of Uganda's Social Development Sector Strategic Plan (SDSSP).

The full potential of the people to influence decisions has not been realised mainly due to the gap in civic awareness, community empowerment and an enhanced role of civil society to facilitate the process.

This Trainers' Handbook will be used by trainers targeting Civil Society Organisations and the Local Government Departments. The Community Based Services Directorate of the District Local Government who will play a leading role in facilitating this training, will find the handbook useful in training the middle cadre staff of the CSOs and staff of the local governments directly involved in mobilizing the communities and the Councillors at the different level of councils who would be a critical target for the training. For effective and efficient management of the training, the total number of participants should not exceed 30. If the group is more than this then the training will be done in batches. The respective local councils and departments and CSOs in the District will be responsible for identification of the participants.

2.0 Training Course Objectives

The purpose of this training is to build the capacity of Local Government officials Civil Society Organisations by equipping them with the necessary skills, to be able to mobilise the community for active participation in the development process. Emphasis has been made on Civil society organisations' because of their critical position in the overall decentralisation framework, community empowerment, community mobilisation skills, the role of women in development, Community based environmental management and development, the development initiatives in place, linkages among the different stakeholders, and HIV/AIDS among others. The Course has only one module with eight sessions.

By the end of the course, participants should be able to:

- Place the role of civil society in participatory democracy, decision-making and the overall decentralization framework.
- Define the role of CSOs and other stakeholders in facilitating the communities for full and active participation in the planning and development for poverty eradication.
- Identify areas for collaboration among the different players i.e. local governments and other partners in community mobilization for development.

- To demonstrate ability to carry out community mobilization and to facilitate people's participation in the governance process.

3.0 Legal and Policy Framework

Decentralization followed Government's realization that centralized approaches to planning and development were not effective in addressing the needs of the people, a majority of whom are poor, and in improving their living conditions. Decentralisation was adopted as a Government policy with the aim of giving the communities who are the beneficiaries a say in determining their own destiny-setting priorities for development, allocating resources, and implementation of programmes.

The Constitution of the Republic of Uganda provides that power belongs to the people and that it shall be exercised on their behalf and in accordance with the Constitution (Article 1(1). Article 1 (2) of the Constitution provides that all authority in the State emanates from the Constitution, which in turn derives its authority from the people who consent to be governed in accordance with the Constitution.

In order to give full effect to the decentralisation policy, the Local Governments Act was enacted by Parliament with the following objectives among others:

- To ensure democratic participation in, and control of decision making by the people concerned.
- To establish a democratic political and gender sensitive administrative set up in local governments.

Section 47 (C) provides that at the village level, all persons of 18 years of age or above residing in the village constitute the membership of the Village Council. All sections of the community therefore are represented in the village council.

However, the majority of the people are poor and illiterate. They are also disadvantaged by lack of access to resources, information, services, safe water, as well as insecurity, injustice and human rights abuses. Under such circumstances they do not have the opportunity to influence decisions that affect their lives. As a result, they are not able to demand for the

services that they need. They have unconsciously destroyed the environment too due to their unsustainable practices.

The PEAP is based on vision 2025 the national core values, aspirations, and goals and objectives. The major theme/vision is prosperous people, a harmonious nation, and a beautiful country. The PEAP is Uganda's national development framework and it seeks to transform the economy, ensure that all people, especially the poor, benefit from economic growth through increased incomes and improved services. Below are the four pillars of the PEAP:

1. Good governance and security – facilitating the democratic process and ensuring the evolution of a popular and tolerant political system, building local government capacity to enable efficient allocation and utilisation of public resources;
2. Increasing the ability of the poor to raise their incomes – increasing opportunities for self-employment;
3. Enhancing the quality of life of the poor – increasing public information and awareness as well as improving service delivery through increased participation.
4. Creating an enabling environment for rapid and sustainable economic growth and structural transformation

The Constitution also highlights the social and economic development objectives. It provides that the state shall endeavor to fulfill the fundamental rights of all Ugandans to social justice and economic development and shall in particular ensure that:

- All development efforts are directed at ensuring the maximum social and cultural well-being of the people.
- All Ugandans enjoy rights and opportunities and access to education, health services, clean water, work, decent shelter, adequate clothing, food security, and pension and retirement benefits.

Civil Society Organisations, Community Development Officers and Assistants as well as others involved in community work need skills that will enable them to interact with and empower the communities and encourage sustainable economic practices in the fulfillment of the above objectives.

4.0 The Training Methods

This module is designed to be delivered in three days with a maximum 30 participants. The training method to be used in this manual will be essentially an experiential learning approach in which facilitators learn to put participants at ease, establish learning objectives, and then take the trainees through the experiential learning cycle. This is a device that allows the learner to encounter an experience, reflect on it, draw conclusions from it and decide how to apply it to their own work after the workshop. The learners use each other as a source of learning, focus on real world problems, and identify things that will be of immediate use when they return to their workplace. In doing so, the learner takes responsibility for his or her own learning. The following methods will be frequently used here.

- Demonstration
- Group Discussions
- Case Study
- Role Play
- Trainer Presentation (Mini Lecture)

Energizers will be used in the course of the training to sustain the mood. The facilitator may choose to use the energiser at any point during the session as appropriate not necessarily at the beginning of the session. Participants should also be encouraged to suggest their own energisers if any.

5.0 Organizing the Training Activity

5.1 Tools and Equipment

The facilitator is responsible for ensuring that he or she has everything needed for the smooth running of the training session. The following list might be useful as a guide; however, this list is not necessarily complete, and the facilitator will need to prepare his or her own checklist having checked against the Module being run.

Box 1

Sample Checklist

- List of participants;
- Name badges;
- Pads and pens;
- Flipchart;(board and paper)
- Markers

- Sticky tape;
- Clock;
- Sufficient copies of all exercises and case studies so that each participant has a copy;
- Sufficient copies of all handouts so that each participant has a copy;
- Whatever might be required for the energizer exercises (e.g. a ball).

5.2 Arrangements at the Workshop Venue

In addition, the facilitator must check that the following arrangements are in place at the workshop venue.

Box 2

Arrangements at the Workshop Venue

It is important that the facilitator checks the following before the participants arrive:

- That the registration table and stationery are ready.
- That morning coffee, lunch and afternoon tea have been booked for the right times;
- That drinking water and glasses will be made available throughout the day;
- That the tables and chairs have been set up in the preferred pattern facing the facilitator's desk and flipchart (check that the flipchart can be seen from all parts of the room);
- That there are enough break out rooms for the group work and, they are fully equipped with whatever is necessary, e.g. chairs, tables, flipcharts, etc.
- That lighting and ambient temperature in the room(s) are at comfortable levels;
- That the washrooms are clearly sign-posted.

5.3 Venue Location

A quiet venue preferably out of the vicinity of the workstation is recommended in order to limit interruptions from participants' normal work schedules. Participants should also have a chance to interact with a community from nearby areas to enhance skills acquired and ideas generated.

5.4 Other matters that need to be taken into account

- Budgetary requirements and limitations
- Security issues
- Low levels of education and awareness especially the CBOs

5.4.1 Some Budget Considerations in Organizing Training

Table 1

Element	Unit Cost	Number of Participants	Subtotal	Total
Pre-Training				
Materials Development				
Location/Selection (Travel to/from the site)				
Training Site				
Training room				
Break out space				
Secretariat				
Personnel				
Secretary				
Other (Cleaners, guards etc.)				
Food				
Breakfast				
Lunch				
Dinner				
Tea (x 2)				
Allowances				
Travel (round-trip)				
Out-of-Pocket				
Materials Development				
Handouts				
Manuals				
Rental Costs				
Overhead Projector				
Overhead Screen				
Copy Machine				
Supplies				
Copier paper				
Writing blocks				
Pens and pencils				
Flipchart paper				
Magic markers(4 colors)				
Masking tape				
Envelopes				
Folders				
Other				

5.4.2 Logistics Checklist for Starting up a Training Program

Table 2

Element	Check for:	Comment
Training Site	Name, address, contact information Where is site: downtown, small village Noise: On a busy street Thin walls Availability of local transport: bus, taxi, etc. Materials Reproduction Capability Food (Restaurantation) Breakfast, lunch, dinner Tea breaks (2) How many other training activities etc. are happening at the same time? Transport Refund Emergency Medical Supply	
Training Room	Room Capacity Type of seating/tables Flipchart stands Blackboards/whiteboards Quality/quantity electrical outlets Public address system Podium Windows Lighting Acoustics Bathrooms Breakout rooms/space Can things be hung on walls? Are other training events happening in the next room?	
Secretariat	Secretary Desks Chairs Computers Printers Storage shelves Storage space	

Food	Kind Quality Variety Dining room Adequate staff to serve a age group Distance from conference room	
Materials to be purchased/copied	Technical Manuals Technical Training Supplies	
Supplies (purchase or rent)	Overhead projector Overhead screen Copier paper Writing blocks Pens and pencils Flipchart paper Magic markers (4 colors: black, red, blue and green) Masking tape Envelopes Folders	
Budget	Unit cost x # of participants	See Budget handout

6.0 Running the Training Course (s)

6.1 Introduction of Participants

Participants are asked to sit next to the person they know least. Each person should ask their neighbor's name, where they come from, their place of work, their likes and dislikes. Each is then required to introduce their friend to the plenary.

6.2 Expectations, reservations, and fears of the participants in respect of the training/workshop

The facilitator should then elicit the expectations of the participants by asking each to write down on different cards three things that they hope to gain from their training. The expectations are then displayed on the wall, grouping together similar cards.

6.3 Objectives of the training/ workshop

The facilitator should present the course objectives to the participants and go through the participants' expectations highlighting those that are likely to be met during the session and relate them to the session's objectives.

6.4 Norms and rules of the training/workshop

Through a facilitated discussion, the facilitator should establish a list of ground rules and norms with the participants. Rules may include being on time for sessions, attending all sessions etc.

6.5 Recording and reporting of proceedings

The facilitator should recap the process and content covered during the session and write a report at the end of the workshop

6.6 Planning for the future-discussion of any future activities and follow up to the training

To help the participants think about how they are going to apply the knowledge gained, the facilitator should ask the participants to reflect on the following questions:

How can you apply the information that you have acquired?

What will you do differently when you return to the job/organization?

This can be done at either the individual or group level, depending on the origin of the participants. Participants coming from the same Local Government department can be grouped together to make a combined action plan specifying the responsibility centers and target dates. The action plan can also be phased into what will be put into practice in the short term, the medium term and the long term.

7.0 Assessing the Training/Learning Process

Evaluation: In the first and final sessions of the day, the methodology of the facilitator and the content of the module are both evaluated by the participants. The trainer(s) should design appropriate evaluation instruments based on the aim and learning objectives of the training. Mechanisms for follow up are embodied in the experiential learning circle (application), which is also considered as a long term evaluation mechanism. At the end of the workshop written evaluations for both participants and trainers are included.

8.0 Evaluation Criteria

8.1 Pre Programme

Generally, do all aspects of the content and running of the programme appear appropriate for the identified needs?

- Have all the personnel been consulted about the subject need?
- Are the programme aims and objectives relevant to the identified need?
- Have the aims and objectives been agreed with the beneficiaries?
- Is the design of the programme concerning daily content, pace, and training methods suitable for the expected participants?
- Is the training venue appropriate?
- Do the selected trainers/facilitators have the right knowledge and skills?
- Are the training methods to be used suitable for the objectives?
- Are all the facilities, equipment etc. available?
- Are they all appropriate for the objectives and participants?
- Have all the in-programme and post-programme validation and evaluation arrangements been agreed and established?
- Have all the administrative procedures been set up?

8.2 In Programme

In Annex A: Participant and Trainer Evaluation Forms

8.3 Post Programme

Post programme evaluation should be scheduled approximately three months after the training.

8.4 Learning Performance

- Generally, did the trainees meet the objectives of the programme?
- Did all aspects of design and implementation of programme work as intended and were they effective?

What changes, if any, need to be made for similar programmes in the future; e.g. did the participants:

- Meet the objectives?
- Find the objectives relevant?
- Find any objectives particularly relevant or less relevant than others?
- Feel that the level of treatment of content was appropriate?
- Feel that their expectations had been met?
- Consider any parts of the programme to be particularly relevant/not relevant/useful/not useful?
- Consider some elements of the programme irrelevant and should therefore be should omitted?
- Think that some topics should be added to the programme?
- Like or dislike any part of the programme?
- Like or dislike any of the training methods?
- Find the resources useful?
- Like or dislike the assessment tasks?
- Feel that they had adequate support from the trainer (s)/facilitator (s)?
- Feel that the length of the programme and the length of the sessions were appropriate?
- Feel that the selection/composition/numbers of participants were appropriate?
- Consider the administrative support adequate?
- What changes would they recommend to any of the elements noted above?
- What were the trainer(s) /facilitator(s) views on all the above elements?

8.5 Job Performance

Generally, what difference did the programme make to the trainees job performance? E.g.:

- Did they find the programme helpful when they returned to their jobs?
- What parts of the programme have they put into practise?
- Has their performance been assessed?
- Has their job performance improved?
- Increase in efficiency
- Increase in effectiveness
- Increase in productivity
- Have they been given feedback on their performance?

9.0 Structure and Design of the Sessions and Time Allocation

This training course addresses the aspect of community mobilisation and community participation for CSOs. It also gives an opportunity to participants to share experiences in the different areas.

This module covers the following eight sessions:

1. Local Governments System Set Up in Uganda
2. Introduction to Stakeholders in the Local Government System and Their Roles
3. Definition of Community Mobilisation
4. Community Empowerment
5. Community Participation, Participatory Planning, and Participatory Monitoring and Evaluation
6. Community Driven Development
7. Civic Engagement and Citizen Participation
8. Enterprise for Community Development
9. Conflict Management and Post-Conflict Community Mobilisation
10. Early Warning Systems, Community Based Environmental Management, and Food Security

Each session is designed to be conducted in two hours.

By the end of the module, participants will be able to:

- Explain the Local Government system set up in Uganda
- Define community mobilization;
- Demonstrate the importance of Community Mobilization
- State the different ways in which Community Mobilization can be enhanced
- Place the role of the different players in the Ugandan Decentralisation process in participatory democracy, decision making and the overall decentralisation framework;
- Define the role of CSOs and other stakeholders in facilitating the communities for full and active participation in the planning and development process for poverty reduction.
- Identify areas for collaboration among the different players i.e. Local Governments and other partners in community mobilization for development;
- Identify what the key actors can do in areas of community mobilization.

10.0 Needed Skills to Perform Mandated Functions

The trainer(s) should be university Graduates or Diploma holders, who have demonstrated familiarity with the operation of Local Governments, and CSOs. They should have Training of Trainers' skills or experience of training in a similar field of not less than two years. Experience in community work is preferred.

11.0 Session by Session Activities

Session 1: Local Government System Set Up in Uganda

Table 3

OVERVIEW OF SESSION 1		
No.	Description	Time Allocation (approx.)
1	Introduction <ul style="list-style-type: none"> Expectations 	10 minutes
2	Objectives <ul style="list-style-type: none"> Explain the set up of Local government councils and define Local Governments and Administrative Units Distinguish between Local Governments and Administrative Units and explain the relationship between Local Governments and Administrative Units Diagrammatically present the set up of local government system 	5 minutes
3	Presentation <ul style="list-style-type: none"> Facilitator asks participants to brainstorm on definitions of Local Governments and Administrative Units Facilitator gives lecturette on Local Governments and Administrative Units using the diagram that has already been prepared 	20 minutes
4	Reflection <ul style="list-style-type: none"> Participants in small groups discuss the relationship between Local Governments and Administrative Units using the Case Study: Sente Sub county 	40 minutes
5	Lessons Learnt <ul style="list-style-type: none"> Key issues learnt about set up of the local government 	10 minutes
6	Application <ul style="list-style-type: none"> Questions about relevance of information to each participant's job and responsibility: <ul style="list-style-type: none"> How can you apply the information that you have acquired? What will you do differently when you return to your job / organisation? 	10 minutes
7	Summary <ul style="list-style-type: none"> Summarise the main ideas 	5 minutes

1. Introduction

The facilitator should then elicit the expectations of the participants by asking each to write down on different cards three things that they hope to gain from the training. The expectations are then displayed on the wall, grouping together similar cards.

2. Session Objectives

By the end of the session participants will be able to:

- Explain the set up of Local government councils.
- Diagrammatically present the set up of local government system
- Explain the relationship between the various local governments Identify the areas of jurisdiction

3. Presentation

The facilitator will give a lecturette outlining the set up of the local governments and administrative units in a Local Government set-up show the diagrammatic representation on the chart and brain storms on the relationships the exist between the units. The facilitator can at this point ask the participants what the units in he set up.

4. Reflection

The facilitator asks the participants to go into small groups to read Case Study: **Sente District**

- Identify issues of relationships between the local governments in Sente District.
- What are the roles of the various responsibility centres and how would they have performed to enable the district achieve its aim

Expected answers might include the following.

Question 1

- Local Governments are autonomous hence conduct their affairs as they deem fit
- Higher local governments offer guidance to the lower local governments and councils
- Councils are responsible for drawing their own plans and only submit to the higher councils for incorporation
- The different councils report to their councils and can only copy their reports to other councils.
- MOLG is responsible for coordinating the local governments and offering guidance.

Consultation is a key factor in the relationship.

Question 2

- District council is responsible for making policy and CAO supervises the implementation of the policy
- CAO reports to council and provides guidance to District council and the sub county Chief guides the Sub County council.
- MOLG is responsible for coordinating and advocating for local
- Each local government is responsible for drawing and passing their own plans and budgets.
- Heads of departments are technocrats and are supposed to guide the local councils in the day-to-day performance of their work.

5. Lessons Learnt

The facilitator asks the participants what they have learnt about the set- up of the local government system

The expected responses might include:

- Local government system set-up covers local governments and administrative units.
- District council is the highest local government in a district and the rest are lower local governments
- All local governments are autonomous
- Administrative units perform administrative functions for the higher local governments under which they fall.
- All the units are managed by the council and headed by a Chairperson.

6. Application

To help the participants think about how they are going to apply the knowledge gained, the facilitator should ask the participants to reflect on the following questions:

- How can you apply the information that you have acquired?
- What will you do differently when you return to your job / organisation?

7. Summary

The facilitator should outline the process and content covered during the session.

Box 3

Case Study 1: Sente Sub county

For a long time, Sente Sub county Local government had been working toward Building a strong local government that is capable of delivering services to its people.. The Sub county council ensured that extension would go down to the to lower levels of the Sub county to teach the people how they should manage their affairs. They would also go and make budgets for them and the development Plans. The Sub county would always request the District Local government to come to tell them how they are fulfil their mandate. The Sub county Chief would go to the District Headquarters to report on how the Sub county was performing. He would make monthly reports to the District copied to the Chairperson. The Sub county Chief was also demanding parishes and villages to submit to him all the reports so that he complies his. The Chairpersons of the various councils would never see these reports. Sente Sub county Local government always maintained they were performing well because the neither the District nor anybody had raised question about their performance.

Questions:

- Identify issues of relationships between the local governments in Sente Sub county
- What are the roles of the various responsibility centres and how would they have performed to enable the district achieve its aim

Session 2: Introduction to Stakeholders in the Local Government System and Their Roles

Table 4

OVERVIEW OF SESSION 2		
No.	Description	Time Allocation (approx.)
1	Introduction <ul style="list-style-type: none"> • “Fishers of Men” energiser • Recap on previous session • Participants’ expectations 	20 minutes
2	Objectives <ul style="list-style-type: none"> • Define the term ‘Stakeholder’ • List the different types of stakeholders in a Local Government; • State the roles of the different stakeholders in the Local Governments 	15 minutes
3	Presentation <ul style="list-style-type: none"> • Brainstorm on the definition of stakeholders • Facilitator gives lecturette on the various types of stakeholders in Local Government • State the roles of the different stakeholders in the Local Governments 	20 minutes
4	Reflection <ul style="list-style-type: none"> • Role play: The Sub-Standard Classroom Block (LLG) • Case Study 2: The Sub-Standard Classroom Block (HLG) 	35 minutes
5	Lessons Learnt <ul style="list-style-type: none"> • Key issues learnt about different Councils in the Local Governments and the the roles of the various stakeholders 	10 minutes
6	Application <ul style="list-style-type: none"> • Questions about relevance of information to each participant’s job and responsibility: • How can you apply the information that you have acquired? • What will you do differently when you return to your job / organisation? 	10 minutes
7	Summary <ul style="list-style-type: none"> • Summarise the main ideas 	5 minutes
8	Evaluation <ul style="list-style-type: none"> • Discuss with the participants the success or otherwise of the methodology and tools of training used by the facilitator during this first session 	5 minutes

1. Introduction

The facilitator begins the session with the “Fishers of Men” energizer (see below). The facilitator then recaps on the previous session.

BOX 4 “Fishers of Men” Energizer

Instructions: The participants will sing the following song and whenever a word starting with the letter “M” is mentioned in the song, all the men stand up. When a word starting with the letter “F” is mentioned, all the women stand up.

I shall **M**ake you **F**ishers of **M**en, **F**ishers of **M**en, **F**ishers of **M**en,

I shall **M**ake you **F**ishers of **M**en if you **F**ollow **M**e

If you **F**ollow **M**e, If you **F**ollow **M**e

I shall **M**ake you **F**ishers of **M**en if you **F**ollow **M**e

The facilitator asks each of the participants to write down at least two expectations of the topic on provided manila cards or paper, ask each of. The participants then pin the expectations on the wall. The facilitator then takes the participants through each of the following objectives for the session.

2. Session Objectives

By the end of the session participants will be able to:

- Define the term “stakeholder”;
- List the different types of stakeholders in their Local Government;
- Outline the role of each stakeholder in the decentralization process.

After presenting the course objectives the facilitator should then go through the participants’ expectations highlighting those which are likely to be met, taking into consideration the set objectives and asks one of the participants to write them down on a flip chart and display it on the wall at the back of the training room.

3. Presentation

Using the brainstorming method, the facilitator asks the participants to define the term “stakeholders”.

The facilitator then gives a lecturette on the various types of stakeholder, their roles; filling gaps in the information that was generated from the participants through questions and

answers. Sufficient time should be allocated so as to ensure that participants are able to ask questions and clarify their understanding of the issues presented.

4a. Reflection

The facilitator divides the participants into small groups and asks the groups to discuss the role-play and asks them to answer the questions:

- Who are the main stakeholders in the in Local Government system in the Sub-standard classroom Role Play?
- What are the roles of each of them?

The expected responses might include the following:

- *The children:* end users of the facility
- *The wider community:* participate in the decision-making and planning, and contribute locally-available resources;
- *School Management Committee:* ensures proper utilisation of resources, supervises the builders and thereafter ensure proper utilisation of the facilities;
- *Standing Committee Responsible for Education:* initiates the idea for the school construction on the basis of the need identified by the community members;
- *Sub-County Technical Planning Committee:* appraises the project and advice the Council accordingly;
- *Sub-County Chief:* on approval of Council, submits request for procurement to the District Local Government Tender Board and later effects payments to the contractor upon certification of works;
- *District Local Government Tender Board:* advertises and awards tender for construction of the classroom block to a suitable contractor;
- *Local Council:* mobilises communities for planning meetings and approve allocation of resources to the project;
- *District Education Officer:* incorporates the school construction plan of the lower Local Government into the District Development Plan and, where applicable, commits resources for meeting recurrent cost implications;
- *District Engineer:* ensures that the classroom block meets the standard specification by providing the diagrams and bills of quantities. He/she should also supervise the contractors and certify their work before payments are effected;

- *Sub-County Executive Committee*: monitors the implementation of the classroom construction project.

4b. Reflection

The facilitator asks the participants to brainstorm again the Case Study 2 (The Sub-Standard Classroom Block – see end of Session 3). They should discuss the following question:

- Which stakeholders can be held accountable for the sub-standard work, and why?

The expected responses might include the following.

- *The Chief Administrative officer*: should not make payments for any works done by contractors before technical certification by the District Engineering Department or any private technical person contracted to certify works.
- *The District Engineer*: should make supervision visits to all works taking place in the District and certify different stages of the Chief Administrative Officer.
- *The District Technical Planning Committee*: should ensure that the contractors are provided with technical diagrams and bills of quantities prepared by the District Engineer.
- *The Project Management Committee* (in this case *School Management Committee*): should monitor the day-to-day work of the contractor and should later verify any technical certification before payments are made.
- *The Executive Committee*: is responsible for monitoring the implementation of Council decisions.
- *The Investment Committee*: should verify any technical certification before payments are made.

5. Lessons Learnt

The facilitator asks the participants give a summary of stakeholders and other key players in the local government. The expected responses might include the following:

- The Council;
- Executive Committee;
- Investment Committee;
- Technical Planning Committee;
- Project Management Committee.
- Central government

- Donors
- Community (Beneficiaries);
- Women, both as community beneficiaries and under women's organisations at local levels.
- Civil Servants;
- Standing Committee;
- Community-Based Organizations (CBOs);
- Non-Governmental Organisations (NGOs);
- Donor Agencies (USAID, World Bank, IMF, EDF, UNDP, etc.)

6. Application

To help the participants think about how they are going to apply the knowledge gained, the facilitator should ask the participants to reflect on the following questions:

- How can you apply the information that you have acquired?
- What will you do differently when you return to your job / organization?

7. Summary

The facilitator should outline the process and content covered during the session.

8. Evaluation

This exercise focuses not on the content of the session, but instead on the methodology and tools of training employed by the facilitator. It is meant to give the facilitator an indication of what the participants enjoyed (so that it can be reproduced in the next sessions) and what the participants did not enjoy (so that it can be avoided in the next sessions). The objective of the exercise is to improve the facilitator's performance for the next sessions.

- Draw a line down the centre of a flipchart page. At the top of one column, write "+", at the top of the other column write "-".
- Ask the group: "What were the plusses and minuses of this first session?"
- Record each suggestion verbatim.

BOX 5

Case Study 2: The Sub-Standard Classroom block

A contractor was awarded a tender by the District Local Government to construct a classroom block at Wiyat Primary School. The funding of the project was by a USAID. The Local council accepted to co-fund 10% of the total sum of money. The work was done and the contracted sum in full. Six months later, when a team from the Ministry of Education visited the school, they found out that the classroom block was smaller than the size recommended by the Ministry, and that the materials used for the construction were of lower quality than those specified in the contract. USAID field staff had also made a similar report.

Question:

- Identify the stakeholders in the above project.
 - Which stakeholders can be held accountable for the sub-standard work, and why?
- State the various roles that the mentioned stakeholders should have played.

Session 3: Definition of Community Mobilization

Table 5

OVERVIEW OF SESSION 3		
No.	Component Activity	Time Allocation (approx.)
1	Introduction <ul style="list-style-type: none"> Self-introductions using the game “When the light goes off” Participants’ expectations 	5 minutes
2	Objectives <ul style="list-style-type: none"> Define what community mobilisation is. Give the characteristics of communities there are in the Ugandan context Articulate the key areas and concepts in community mobilisation Outline the roles of the different players in community mobilisation State the importance of community mobilisation 	5 minutes
3	Presentation <ul style="list-style-type: none"> Facilitator gives lecturette on community mobilisation, the key concepts of community mobilisation, the importance of community mobilisation and the role of civil society organisations and other stakeholders in community mobilisation. 	30 minutes
4	Reflection Buzz group brainstorming exercise where participants reflect on how they intend to carry out community mobilisation	40 minutes
5	Lessons Learnt <ul style="list-style-type: none"> Key issues learnt about the definition and main concepts of community mobilisation. And Good practices in community mobilisation. 	10 minutes
6	Application <ul style="list-style-type: none"> Questions about relevance of information to each participant’s job and responsibility: How can you apply the information that you have acquired? What will you do differently when you return to your job / organisation? 	10 minutes
7	Summary <ul style="list-style-type: none"> Summarise the main ideas 	10 minutes
8	Evaluation <ul style="list-style-type: none"> Discuss with the participants the success or otherwise of the methodology and tools of training used by the facilitator during this first session 	10 minutes

1. Introduction

Participants are asked to introduce themselves using the “When the light goes off” game (see below).

The facilitator should then elicit the expectations of the participants by asking each to write down on different cards three things that they hope to gain from the training. The expectations are then displayed on the wall, grouping together similar cards.

When the light goes off game

Box 6

Each participant strikes a match and introduces himself or herself, talking very quickly and continuing only until the match goes out or is blown out. The next person then takes the box and strikes a match, and starts the introduction, and so on until everyone has introduced himself or herself. The information that the participants should try to cover includes name, organisation, interests and experience.

2. Session Objectives

By the end of the session participants will be able to:

- Define community mobilisation
- State the characteristics of communities in Uganda
- Articulate the key areas or concepts in community mobilisation
- Outline the roles of the different players in community mobilisation and in ensuring community participation;
- State the importance of community participation and of community mobilisation.

After presenting the course objectives, the facilitator should then go through the participants' expectations highlighting those that are likely to be met, taking into consideration the set objectives.

3. Presentation

The facilitator starts with a lecturette on the definition of community mobilization, the key concepts in community mobilization and community participation.

4. Reflection

The facilitator uses the Counting Method to divide the participants into buzz groups of 5 – 6 people to discuss:

- What they understand by the concept “community mobilisation”;
- The role of civil society organisations and Local Governments in community mobilization and facilitating participation;
- How they intend to carry out community mobilization in their respective areas.

At a certain point in discussions, the facilitator brings everyone back to the plenary so that a consensus can be reached across all participants on the answers to the exercises. Such open debate allows opportunity to bring out new perspectives on the discussions. Sufficient time should be allocated so as to ensure that participants are able to ask questions and clarify their understanding of the issues presented.

5. Lessons Learnt

- The facilitator should then follow the reflection by asking the participants what they have learnt about the definition of community mobilisation and community participation.

6. Application

To help the participants think about how they are going to apply the knowledge gained, the facilitator should ask the participants to reflect on the following questions:

- How can you apply the information that you have acquired?
- What will you do differently when you return to your job / organisation?

7. Summary

The facilitator should highlight the process and content covered during the session.

8. Evaluation

This exercise focuses not on the content of the session, but instead on the methodology and tools of training employed by the facilitator. It is meant to give the facilitator an indication of what the participants enjoyed (so that it can be reproduced in the next sessions) and what the participants did not enjoy (so that it can be avoided in the next sessions). The objective of the exercise is to improve the facilitator’s performance for the next sessions.

- Draw a line down the centre of a flipchart page. At the top of one column, write “+”, at the top of the other column write “-”.
- Ask the group: “What were the plusses and minuses of this first session?”
- Record each suggestion verbatim.

Session 4: Community Empowerment
Table 6

OVERVIEW OF SESSION 4		
No.	Component Activities	Time Allocation (approx.)
1	Introduction <ul style="list-style-type: none"> The Plant Method energiser Recap on previous session 	10 minutes
2	Objectives By the end of the Session participants should be able to <ul style="list-style-type: none"> Define what is meant by Community Empowerment Highlight the importance of and challenges to community empowerment in Uganda Discuss and improve on the steps to community empowerment Elicit willingness to carry out community empowerment 	10 minutes
3	Presentation <ul style="list-style-type: none"> Participants brainstorm on what community empowerment is. Facilitator gives lecturette on the definition of community empowerment Facilitator elaborates on the different aspects of community empowerment 	30 minutes
4	Reflection <ul style="list-style-type: none"> Group exercise: Case study 3: Kakurwe Women Leaders 	40 minutes
5	Lessons Learnt <ul style="list-style-type: none"> Key issues learnt about community empowerment and the role of CSOs and local governments in empowering communities. 	10 minutes
6	Application <ul style="list-style-type: none"> Questions about relevance of information to each participant's job and responsibility: <ul style="list-style-type: none"> How can you apply the information that you have acquired? What will you do differently when you return to your job / organisation? 	10 minutes
7	Summary <ul style="list-style-type: none"> Summarise the main ideas 	10 minutes

1. Introduction

The facilitator leads the participants in The Plant Method energiser (see below). The facilitator then recaps on the previous session.

The Plant Method Energizer

Box 4

The participants are divided into four or five equally sized and gender-balanced groups. Each group is asked to discuss the last session while standing. One member of each group is asked to observe and note all contributions, including qualitative comments and to report findings back to the plenary. The exercise is meant to relax the participants whilst providing opportunity for candid discussions.

2. Session Objectives

By the end of the session participants will be able to:

By the end of the Session participants should be able to

- Define what is meant by Community Empowerment
- Highlight the importance of and challenges to community empowerment in Uganda
- Outline the role of the different actors in empowering communities
- Outline the steps to community empowerment

3. Presentation

The facilitator will ask the participants to brainstorm on the definition of community empowerment.

The facilitator will then give a lecturette on the definition of community empowerment.

4. Reflection

The facilitator uses the Counting Method to divide participants into groups of 5 – 6 people. The groups are asked to discuss questions arising from the case study 3 Kakurwe Women Leaders (see end of session 4). Each group should nominate one person to report their findings to the plenary.

In summary at the end of discussions, the facilitator must highlight the critical areas identified on constraints, challenges and strategies for overcoming them. If possible, the facilitator should go through each to give the different perspectives, both positive and negative.

5. Lessons Learnt

The facilitator asks the participants what they have learnt about community empowerment.

6. Application

To help the participants think about how they are going to apply the knowledge gained, the facilitator should ask the participants to reflect on the following questions:

- How can you apply the information that you have acquired?
- What will you do differently when you return to your job / organisation?
- What are the possible constraints to their application?
- How can they be overcome?

7. Summary

The facilitator should outline the process and content covered during the session.

Box 6

Case Study 3: Kakurwe Women Leaders

The people of Kakurwe sub county faced many challenges. As a community they faced widespread poverty and people did not have enough food. People lacked exposure and the women in the local government council could not speak during council meetings and they did not even know what was going on in their area. When an NGO that was interested in carrying out capacity building interviewed them, this is what they had to say:

Woman I: So many things are taking place and there is no way you can know if you are uninformed, you cannot contribute much. If you try to contribute without sufficient information that is when you are ruled out of order.

Woman II: “Batugaya” (We are ridiculed). When you enter their offices, you see them weighing you and wondering what you are going to say. Men on the other hand are taken more seriously.

On the other hand, the people in a division in the neighbouring Municipal Council found that they could after all trust government and the private firms after their experience regarding a water and sewerage firm. Even the engineers had biases about the community, which complicated the situation further. The local government took great care to select a firm that had a good reputation. The firm first identified the stakeholders in the community. As they worked together, the firm and the community learnt to trust each other. In the process the community also learnt about water and sewerage systems. The social and environmental issues informed the technical design at hand. People agreed to pay for the water and the costs of maintenance.

Exercise

What do you learn from the two cases?

What can the CSOs and the local governments do to empower communities?

Session 5: Community Participation, Participatory Planning, and Participatory Monitoring and Evaluation

Table 7

OVERVIEW OF SESSION 5		
No.	Component Activities	Time Allocation (approx.)
1	Introduction <ul style="list-style-type: none"> • “Toss the Ball” energiser • Recap on previous session 	10 minutes
2	Objectives By the end of the Session, participants should be able to: Define participatory planning and participatory monitoring and evaluation Articulate need for community participation, participatory planning, and participatory monitoring and evaluation.	10 minutes
3	Presentation <ul style="list-style-type: none"> • The participants brainstorm on the following concepts and their relationships: <ul style="list-style-type: none"> • Community • Participation • Participatory planning • Participatory monitoring and evaluation • Facilitator gives lecturette on the concepts and their relationships 	30 minutes
4	Reflection <ul style="list-style-type: none"> • Case Study 4: Mukuju Parish 	40 minutes
5	Lessons Learnt <ul style="list-style-type: none"> • Key issues learnt about the concepts 	10 minutes
6	Application <ul style="list-style-type: none"> • Questions about relevance of information to each participant’s job and responsibility: • How can you apply the information that you have acquired? • What will you do differently when you return to your job / organisation? 	10 minutes
7	Summary <ul style="list-style-type: none"> • Summarise the main ideas 	10 minutes

1. Introduction

The facilitator begins with the “Toss the Ball Energiser” (see below), using the opportunity to ask participants to remember what was covered during the previous sessions.

Box 7

Toss the Ball Energizer

The participants stand in a circle. They toss the ball between themselves. When you catch the ball, you have to tell the others one fact you recall from the previous session and then you sit down. The game continues until everyone has caught the ball and remembered one fact.

2. Session Objectives

By the end of the session participants will be able to:

- Define participatory planning and participatory monitoring and evaluation

Articulate need for community participation, participatory planning, and participatory Monitoring and evaluation.

3. Presentation

The facilitator invites the participants to brainstorm on the following concepts and their relationships:

Participation

Participatory planning

Participatory monitoring and evaluation

The facilitator then presents a lecturette on the concepts and their relationships.

4. Reflection

The facilitator uses the Countdown Method to divide the participants into small groups of four to discuss the issues raised in the case study 4 : Mukuju Parish(see end of session 5).

5. Lessons Learnt

The facilitator should ask the participants what they have learnt about the concepts of community participation, participatory planning and participatory monitoring and evaluation.

6. Application

To help the participants think about how they are going to apply the knowledge gained, the facilitator should ask the participants to reflect on the following questions:

- How can you apply the information that you have acquired?
- What will you do differently when you return to your job / organisation?

This can be done at either the individual or group level, depending on the origin of the participants. Participants coming from the same or similar Organisations can be grouped together to make a combined action plan specifying the responsibility centres and target dates. The action plan can also be phased into what will be put into practice in the short run, the medium term and the long run.

7. Summary

The facilitator should outline the process and content covered during the session.

Box 8

Case Study 4: Mukuju Parish

The people of Mukuju in Tororo District have acquired the skills of planning and programme implementation. They can do the whole process from needs identification to mapping, prioritization and even contribute finances for implementation. Plan does not give donations per se, but people make contributions to the purchase of things like ox ploughs.

Field workers from Plan International imparted these skills. Because people appreciate the benefits they are more involved and they now contribute financially and materially to all the projects in the parish. They have learnt to manage their finances better and appreciate their situation and how to improve on their lives. Apart from their own projects at the parish level, they are now interested in what takes place in the whole community/ Sub county.

Exercise

Suggest how other CSOs can learn from the experience of Plan International

What factors make the participation of people in projects and programmes difficult?

What skills do CSOs need to enhance participation?

Session 6: Community Driven Development

Table 8

OVERVIEW OF SESSION 6		
No.	Component Activities	Time Allocation (approx.)
1	Introduction <ul style="list-style-type: none"> • “The Human Compass” exercise • Recap on previous session 	10 minutes
2	Objectives <ul style="list-style-type: none"> • Articulate the concepts of development and community driven development. • Point out shortcomings of the old or usual development approach. • Identify constraints and challenges to CSOs in ensuring community driven development. • Develop strategies to overcome the challenges identified. 	10 minutes
3	Presentation <ul style="list-style-type: none"> • Participants brainstorm on their understanding of the concepts of development and community driven development • Facilitator gives lecturette filling the gaps in the discussions of these concepts 	30 minutes
4	Reflection <ul style="list-style-type: none"> • Group exercise 	40 minutes
5	Lessons Learnt Key issues learnt about the concepts of development and community driven development The importance of community driven development	10 minutes
6	Application <ul style="list-style-type: none"> • Questions about relevance of information to each participant’s job and responsibility: • How can you apply the information that you have acquired? • What will you do differently when you return to your job / organisation? 	10 minutes
7	Summary <ul style="list-style-type: none"> • Summarise the main ideas 	10 minutes

1. Introduction

The facilitator begins with the “Human Compass Exercise” (see below). The facilitator then recaps on the previous session.

The Human Compass Exercise

Box 9

The participants stand at ease in a circle, their hands on their waists. Without moving their feet, and bending at the waist, they move their trunks in the direction of North, South, East or West according to the facilitator’s instructions. The facilitator will gradually increase the tempo of the instructions. This exercise will warm the participants up and refresh them in preparation for the last session of the first day.

2. Session Objectives

By the end of the session, participants should be able to:

- Articulate the concepts of development and community driven development.
- Point out shortcomings of the old or usual development approach.
- Identify constraints and challenges to attaining community driven development.
- Develop strategies to overcome the challenges identified

3. Presentation

The facilitator asks the participants to brainstorm on their understanding of the concepts of development and community driven development.

The facilitator then gives a lecturette filling the gaps in the discussions of these concepts. The facilitator should allow sufficient time for any questions so as to ensure that all participants have a clear understanding of the different concepts.

4. Reflection

Participants are put into small groups according to the CSOs that they represent. The groups are invited to discuss the prevailing situation in the area that their CSO operates with relation to the concepts under examination.

5. Lessons Learnt

The facilitator should ask the participants what they have learnt about the concepts of development and community driven development.

6. Application

To help the participants think about how they are going to apply the knowledge gained, the facilitator should ask the participants to reflect on the following questions:

- How can you apply the information that you have acquired?
- What will you do differently when you return to your job / organisation?

This can be done at either the individual or group level, depending on the origin of the participants. Participants coming from the same or similar organisations can be grouped together to make a combined action plan specifying the responsibility centres and target dates. The action plan can also be phased into what will be put into practice in the short run, the medium term and the long run.

7. Summary

The facilitator should outline the process and content covered during the session.

Session 7: Civic Engagement and Citizen Participation

Table 9

OVERVIEW OF SESSION 7		
No.	Component Activities	Time Allocation (approx.)
1	Introduction <ul style="list-style-type: none"> The Gender Game Recap on previous day 	10 minutes
2	Objectives By the end of the session participants should be able to: <ul style="list-style-type: none"> Define civic engagement and civic responsibility. Identify areas for civic education and awareness Identify the constraints and challenges to raising civic awareness Identify the roles of both local governments and CSOs in improving civic awareness, responsibility and participation 	10 minutes
3	Presentation <ul style="list-style-type: none"> Participants brainstorm on the concepts of civic engagement and civic responsibility Facilitator gives lecturette on the concepts of civic awareness and civic engagement 	30 minutes
4	Reflection <ul style="list-style-type: none"> Group exercise 	40 minutes
5	Lessons Learnt <ul style="list-style-type: none"> Key issues learnt about civic awareness and civic engagement. 	10 minutes
6	Application <ul style="list-style-type: none"> Questions about relevance of information to each participant's job and responsibility: How can you apply the information that you have acquired? What will you do differently when you return to your job / organisation? 	10 minutes
7	Summary <ul style="list-style-type: none"> Summarise the main ideas 	10 minutes

1. Introduction

The facilitator begins with a simple exercise. A participant is asked to sing a simple song of his / her choice. Everyone repeats the song. Then only the female participants repeat the song. Finally, only the male participants repeat the song. The facilitator then asks the group to vote on whether the men sang better than the women, or vice versa. The facilitator then recaps on the previous session and congratulates the participants on their hard work during the earlier sessions.

2. Session Objectives

By the end of the session, participants will be able to:

- Define civic engagement and civic responsibility.
- Identify areas for civic education and awareness
- Outline the constraints and challenges to raising civic awareness
- State the roles of both local governments and CSOs in improving civic awareness, responsibility and participation.

3. Presentation

Participants brainstorm on civic responsibility and citizen participation in Uganda

Then the facilitator gives a lecturette on the following concepts:

- Citizen participation
- Civic responsibility
- Civic awareness

4. Reflection

Participants are put into small groups according to the Organisations that they represent. The groups are invited to discuss the following:

- The state of civic awareness, civic responsibility and citizen participation in Uganda;
- Areas of collaboration between CSOs, Local Governments and Central Government in improving civic responsibility and citizen participation in Uganda.

Each group nominates a representative to present their findings to the plenary.

5. Lessons Learnt

The facilitator should ask the participants what they have learnt about civic awareness, civic responsibility and citizen participation in Uganda

6. Application

To help the participants think about how they are going to apply the knowledge gained, the facilitator should ask the participants to reflect on the following questions:

- How can you apply the information that you have acquired?
- What will you do differently when you return to your job/organisation?

7. Summary

The facilitator should outline the process and content covered during the session.

Session 8: Enterprise for Community Development**Table 10**

OVERVIEW OF SESSION 8		
No.	Component Activities	Time Allocation (approx.)
1	Introduction <ul style="list-style-type: none"> • Song • Recap on previous session 	10 minutes
2	Objectives <ul style="list-style-type: none"> • To articulate the importance of community enterprise • To articulate the role of CSOs in community enterprise • To identify constraints and challenges to community enterprise • To state the role of the local governments and CSOs in promoting community enterprise 	10 minutes
3	Presentation <ul style="list-style-type: none"> • Participants brainstorm on the concepts of entrepreneurship, community enterprise and the role of the different players in the decentralisation process in developing community enterprise • Facilitator gives lecturette on the following concepts: <ul style="list-style-type: none"> • Entrepreneurship • Community enterprise 	30 minutes
4	Reflection <ul style="list-style-type: none"> • Case Study 5: Tawoko Group • Role Play: Since not every participant can make a presentation in the role-play, they discuss in groups and select one person to present. 	40 minutes
5	Lessons Learnt <ul style="list-style-type: none"> • Key issues learnt about community enterprise. 	10 minutes
6	Application <ul style="list-style-type: none"> • Questions about relevance of information to each participant's job and responsibility: <ul style="list-style-type: none"> • How can you apply the information that you have acquired? • What will you do differently when you return to your job / organisation? 	10 minutes
7	Summary <ul style="list-style-type: none"> • Summarise the main ideas 	10 minutes

1. Introduction

The facilitator begins by playing the toss the ball energizer. The facilitator then gives a brief recap on what was covered on the previous day.

2. Session Objectives

By the end of the session, participants will be able to:

- Identify areas for improvement for community enterprise;
- Articulate the importance of enterprise for community development
- Identify constraints and challenges community enterprise;
- State the role of local governments and CSOs in promoting Community enterprise.

3. Presentation

- Participants brainstorm on the concepts of entrepreneurship, community enterprise and the role of the different players in the decentralisation process in developing community enterprise
- Facilitator gives lecturette on the following concepts:

Entrepreneurship

Community enterprise

The facilitator presents a lecturette on the concept of enterprise for community development and the roles of the different stakeholders in promoting enterprise for community development.

4. Reflection

The facilitator divides the participants into four groups, with people from the same or similar organisations being placed in the same group. The groups are asked to discuss various aspects of enterprise for community development in their CSOs. Each group nominates a representative to present their findings to the plenary.

In the plenary session that follows, the participants brainstorm to cover any other aspects of rural enterprise and enterprise for community development that have not already been mentioned, and to highlight any major areas of concern. The facilitator may choose to focus

discussions by asking the following questions, in addition or in place of the role play and the case study:

- What has the Government done to foster enterprise for community development?
- How should CSOs foster enterprise for community development?
- What are the constraints to enterprise development?
- How can those constraints be overcome?

5. Lessons Learnt

The facilitator should ask the participants what they have learnt about the concepts of community and community driven development.

6. Application

To help the participants think about how they are going to apply the knowledge gained, the facilitator should ask the participants to reflect on the following questions:

- How can you apply the information that you have acquired?
- What will you do differently when you return to your job / organisation?

7. Summary

The facilitator should outline the process and content covered during the session.

Box 10: Role Play Exercise

THE NEW PROGRAMME FOR DEVELOPMENT

Your Sub county is one of the Poorest in the District. The amount of revenue generated from the local taxes is too small and even with the services subsidized, people are still unable to access them. Besides, most district and Central government programmes require co-financing by the community. Yet people are very poor and they do not have any means of generating income to improve on their households. The loan scheme designed by the Government yielded no results as most people lost the money. Some people bought pigs and others cows while others started businesses but most of them lost the money, as their ventures never took off.

All the stakeholders in the area have agreed to work together with the community to enable people devise means of generating incomes to improve on their livelihoods

Task

Assuming you are one of the People listed below, prepare a brief but comprehensive presentation stating what you think are the causes of poverty in the area, what the solution is and what your contribution to the exercise is going to be.

Stakeholders

LC V Chairperson
The Elder/ Cultural Chief
Religious Leader
Women Leader
CBO
Area MP
Chairperson of the Chamber of Commerce
NGO Leader

Master Sheet for Role-Play Exercise

----- Cut Here -----

LC V Chair person

As the Political head of the district you are particularly concerned about the situation. Specify how you would mobilize councilors and technical staff to give it a priority, and what measures you would take to address the situation.

----- Cut Here -----

Cultural Chief

Like a father to the community you are respected and people listen to you. You want to use your position to mobilize people to rally behind their leaders and start income generating projects. Demonstrate how you will go about it and what it is you are going to do.

----- Cut Here -----

Religious Leader

You have not been selected by other leaders to lead the inter faith initiative to contribute to the current drive to eradicate poverty from the community. Present the view and plan of action of the religious leaders

----- Cut Here -----

Women Leader

You represent a bigger percentage of the productive population but you are also aware that they do not share the benefits of their work. You have a better understanding of the causes of poverty in the household. Make a presentation on the issues that affect women, the youth and other marginalized groups, which must be addressed if community enterprise is to succeed

----- Cut Here -----

Chair Person of Dist. Chamber of Commerce

You have noted the poor performance and stagnation of business in the district. You want to contribute to poverty eradication, improve the purchasing power of the population. State what your contribution to the initiative will be.

.

----- Cut Here -----

NGO Leader

You have been selected to lead this group comprising local and international NGOs. Make a presentation on how you hope to supplement the efforts of the local government to address the problem at hand.

----- Cut Here -----

CBO Representative

As a stakeholder living among the community you are in a better position to present their views. Make a presentation specifying the issues that affect communities that may hinder enterprise for community development. The issues may be general but they still cause or increase poverty.

----- Cut Here -----

Area MP

Please make a presentation on what you are going to do to make a contribution to the initiative and generally to facilitate community enterprise.

Box 11

Case Study 5: Towoko Group

The Towoko Group realized that when they were few they were not able to do any thing big enough for any of them to cater for their every day needs. Being refugees they had few assets and employment was not available. The group was formed to help members improve on their incomes to sustain their livelihoods. The group has eleven members, seven men and four women. The young ones go fishing while two of the women sell cooked food on a landing site of the neighbouring lake.

Each member deposits twenty thousand shillings every month although those who are unable to deposit the whole amount deposit less. The group invested in a boat, which they rent out to fishermen on a regular basis.

But managing the funds causes problems for the group, as most of the members are illiterate. Some of the members question the treasurer who is beginning to lose patience. Members are also angry with the defaulters while others feel that they should all contribute the same amount. Still others want to share out the returns from the renting of the boat right away.

Exercise:

What issues affect enterprise for development at the community level? Suggest areas where enterprise for community development is possible in your community.

What skills do CSOs and local governments need to avoid similar problems and ensure successful community enterprise for development?

Session 9: Conflict Management and Post Conflict Community Mobilisation

Table 11

OVERVIEW OF SESSION 9		
No.	Component Activities	Time Allocation (approx.)
1	Introduction <ul style="list-style-type: none"> • “Fizz Buzz” energiser • Recap on previous session 	10 minutes
2	Objectives By the end of the session participants should be able to: <ul style="list-style-type: none"> • Give a definition of conflict • Outline the causes and forms of conflict • Identify ways of managing conflict • Describe the post-conflict situation • Articulate the need for post conflict community mobilisation 	10 minutes
3	Presentation <ul style="list-style-type: none"> • Participants brainstorm on the following: • Communities in a post conflict situation • Community mobilisation in a post-conflict situation Facilitator gives lecturette on the concept of conflict management by describing the causes and forms of conflict, ways of managing conflict and the need for post conflict community mobilisation.	30 minutes
4	Reflection <ul style="list-style-type: none"> • Group exercise 	40 minutes
5	Lessons Learnt <ul style="list-style-type: none"> • Key issues learnt about conflict management and post-conflict community mobilisation 	10 minutes
6	Application <ul style="list-style-type: none"> • Questions about relevance of information to each participant’s job and responsibility: • How can you apply the information that you have acquired? • What will you do differently when you return to your job / organisation? 	10 minutes
7	Summary <ul style="list-style-type: none"> • Summarise the main ideas 	10 minutes

1. Introduction

The facilitator begins with the “Fizz Buzz Energiser” (see below). The facilitator then recaps on the previous session.

Fizz Buzz Energizer

Box 12

The participants will be coming to the end of a long two-day training course. This energiser is fun and will get their brains working again. They stand in a circle and start counting, moving clockwise around the circle. When the number contains a 3 or is divisible by a 3, the person says “Fizz”. When the number contains a 5 or is divisible by 5, the person says “Buzz”. If the number contains or is divisible by both, then the participant says “Fizz-Buzz”. The pace should be kept quite quick, and anyone who fails or hesitates should drop out of the circle.

So (for the facilitator’s eyes only) the sequence 1 to 50 should go as follows:

1, 2, Fizz, 4, Buzz, Fizz, 7, 8, Fizz, Buzz, 11, Fizz, Fizz, 14, Fizz-Buzz, 16, 17, Fizz, 19, Buzz, Fizz, 22, Fizz, Fizz, Buzz, 26, Fizz, 28, 29, Fizz-Buzz, Fizz, Fizz, Fizz, Fizz, Fizz-Buzz, Fizz, Fizz, Fizz, Fizz, Buzz, 41, Fizz, Fizz, 44, Fizz-Buzz, 46, 47, Fizz, 49, Buzz, etc.

2. Session Objectives

By the end of the session, participants will be able to:

- Give a definition of conflict
- Outline the causes and forms of conflict
- Identify ways of managing conflict
- Describe the post-conflict situation
- Articulate the need for post conflict community mobilisation

3. Presentation

The facilitator invites the participants to brainstorm on the concepts of conflict- definition, forms and causes - and the need for post conflict community mobilisation.

Facilitator gives lecturette on the concept of conflict management by describing the causes and forms of conflict, ways of managing conflict and the need for post conflict community mobilisation.

The facilitator will then give a lecturette covering any gaps not discussed in the brainstorming session, and allowing time for any questions so as to ensure that all participants have a clear understanding of the concepts under consideration.

4. Reflection

Participants are put into three groups according to the organisations that they represent, so that delegates from the same or similar organisations are grouped together. They are asked to reflect on

(I) The merits of positive conflict,(ii) Demerits of destructive conflict; (iii) Post-conflict community mobilisation-need, and steps in each. Each group will select a representative to present their findings to the plenary.

5. Lessons Learnt

The facilitator should ask the participants what they have learnt about conflict management and post-conflict community mobilisation.

6. Application

To help the participants think about how they are going to apply the knowledge gained, the facilitator should ask the participants to reflect on the following questions:

- How can you apply the information that you have acquired?
- What will you do differently when you return to your job / organisation?

7. Summary

The facilitator should outline the process and content covered during the session.

Session 10: Early Warning Systems, Community Based Environmental Management, and Food Security
Table 12

OVERVIEW OF SESSION 10		
No.	Component Activities	Time Allocation (approx.)
1	Introduction <ul style="list-style-type: none"> • “Human Bingo” energiser • Recap on previous session 	5 minutes
2	Objectives: By the end of the session participants will be able to: <ul style="list-style-type: none"> • Define community based natural resources management, food security and Early warning systems • Clarify the linkage among the concepts • Demonstrate the need for food security, Development of early warning systems and involving the communities in natural resources management. • Identify the roles of Local governments and CSOs in ensuring food security, community-based natural resources management and Early warning systems 	5 minutes
3	Presentation Participants brainstorm on the concepts of community based natural resources management, food security and early warning systems and their use in Uganda as basis for and part of community mobilisation.	30 minutes
4	Reflection <ul style="list-style-type: none"> • Case study 6: The Jie Community in Kumi District • Field exercise-Participants may have a 40 minutes exposure visit to a nearby village to get the practical experience-conducted by an experienced community worker. Prior arrangements should be made to prepare the community members for the exercise. Participants can then make own observation on what they have learnt from the exercise. The trainer will find an appropriate and convenient time for the exercise. 	60 minutes
5	Lessons Learnt <ul style="list-style-type: none"> • Key issues learnt about community based environmental management, food security and early warning systems 	10 minutes
6	Application <ul style="list-style-type: none"> • Questions about relevance of exercise to each participant’s job and responsibility: <ul style="list-style-type: none"> • How can you apply the experience that you have acquired? • What will you do differently when you return to your job / organisation? What should be done differently 	10 minutes
7	Summary <ul style="list-style-type: none"> • Summarise the main ideas 	10 minutes

1. Introduction

The facilitator begins with the “Human Bingo Energiser” (see end of Session 8). The facilitator then recaps on the previous session and congratulates the participants on their hard work during the earlier sessions.

2. Session Objectives

By the end of the session, participants will be able to:

- Define community based natural resources management, food security and Early warning systems
- Clarify the linkage among the concepts
- Demonstrate the need for food security, Development of early warning systems and involving the communities in natural resources management.
- Identify the roles of Local governments and CSOs in ensuring food security, community-based natural resources management and Early warning systems

3. Presentation

The facilitator asks participants to brainstorm on the concepts of community based natural resources management, food security and early warning systems and their use in Uganda as basis for and part of community mobilisation

4. Reflection

The facilitator asks participants to form buzz groups to discuss and agree on the major issues and how the three concepts can be put into practice

5. Lessons Learnt

The facilitator should ask the participants what they have learnt from the exercise

6. Application

To help the participants think about how they are going to apply the knowledge gained, the facilitator should ask the participants to reflect on the following questions:

- How can you apply the knowledge and skills that you have acquired?
- What will you do differently when you return to your job / organisation?

This can be done at either the individual or group level, depending on the origin of the participants. Participants coming from the same or similar organisation can be grouped together to make a combined action plan specifying the responsibility centres and target dates. The action plan can also be phased into what will be put into practice in the short run, the medium term and the long run.

7. Summary

The facilitator should outline the process and content covered during the session.

8. Evaluation

This exercise serves two purposes, first focusing on the content of the module, and then on the methodology and tools of training employed by the facilitator. It is meant to give the facilitator an indication of what the participants enjoyed (so that it can be reproduced in future training modules) and what the participants did not enjoy (so that it can be avoided in future training modules). The objective of the exercise is to improve the facilitator's performance.

- Draw a line down the centre of a flipchart page. At the top of one column, write "+", at the top of the other column write "-".
- Ask the group: "What were the plusses and minuses of this module?"
- Record each suggestion verbatim.

Box 13

Case Study 6: The Jie Community In Kumi District

The Jie community in Kumi district had helplessly watched their swamp dry. It had been the source of water, food (fish) and even income as some people planted rice in it. Because of the unsustainable resource use practices, the water levels gradually went down until the time when it dried up. When the water levels went down as well as the water table in the surrounding hills that kept the water flowing, the streams and the swamp dried.

Environmental groups together with the Government undertook a campaign to educate the communities on the linkages between their practices and the flow of water as well as the whole ecosystem. They were also taught the good sustainable resource use practices. With the full involvement of the community, the swamp recovered as well as the stream. As a result, people had access to clean water, and fishing and upland rice was introduced to save the wetland from further degradation..

- What problems can you identify in relation to community based resource management, food security and sustainable economic practices? What early indicators could have alerted the authorities and the community of the likelihood of the problem?
- What interventions were used and how can the communities be involved more in managing natural resources?
- What role can the CSOs and the Local Governments play in encouraging or ensuring community based natural resources management and early warning systems?

Human Bingo!

“By now, you should all know each other very well. Move around the room to find individuals who fit each of the following descriptions and write their names in the appropriate square. The person who completes every square first shouts “BINGO!” and will win a prize!”

Box 14

B	I	N	G	O	
Plays football	Is the oldest in the family	Has five children	Is a Councillor	Does not drink alcohol	1
Likes matooke	Likes politics	Has red shoes	Is a teacher by profession	Is a born-again Christian	2
Knows how to swim	Snores	Speaks four languages fluently	Does not smoke	Is a farmer	3
Is a retired civil servant	Listens to BBC everyday	Likes singing	Like watching TV	Is a businessman / businesswoman	4
Likes reading <u>The Monitor</u> Newspaper	Likes dancing	Has worked for more than 20 years	Is not married	Does not eat meat	5

12.0 Glossary of Terms

Brainstorm	Where participants are encouraged to share ideas in a group session in order to reach a common conclusion or answer to a problem. The facilitator can play an active a role as necessary in order to steer discussions in the right direction.
Buzz Method	Small group discussions focussing on buzz words or ideas.
Case Study	A real-life scenario is reproduced in order that the participants can examine what happened, discuss what problems occurred and what caused them, and agree on the lesson(s) that can be learnt from the story. In some of the Sessions, two Case Studies might be presented, or a Group Exercise and a Case Study. It is then up to the facilitator to decide whether the time will allow for both to be covered, or whether s/he should only concentrate on exploring one at a greater depth.
Counting Method	A way of randomly dividing all the participants into groups. This is usually done simply by going round the room assigning each person a number. If three groups are needed, they are given a number between 1 and 3; and if four groups are needed, then they are given a number between 1 and 4, etc. Then all the 1s are one group, all the 2s another, etc.
Facilitator	The leader of the training module. The emphasis here is on <i>enabling</i> the participants to discuss, share experience and learn. The role is not one of “lecturer”.
Gender	This refers to socially constructed and differentiated roles that are assigned to the sexes and, most of the time, are determined by culture. Both men and women are expected to follow these norms and behaviour in order to remain in the good graces of society. These roles can and may change over time.
Handouts	The handouts are prepared, brief notes covering the key points of each Session. All the handouts for one Module are grouped together in the Annex to that Module. It is preferable that the handouts to a Session are not made available to the participants until the end of the Session.
Lecturette	This is a mini-lecture of a maximum of 20 minutes. Because of the participatory design of this course, lectures are to be kept to a minimum. However, it is important that a summary of the key points be made by the facilitator and understood by the participants before they carry on with the Reflection part of the training session.
Participant	A person attending the workshop. The emphasis here is on <i>participating</i> – learning through activities and shared experiences.
Plenary	The whole group of participants, including the facilitator.
Role Play	A scenario, either fictional or real-life, is recreated and participants are invited to act out the part of one of the key players in the story, exploring the issues from that person’s perspective, etc.

13.0 List of Abbreviations and Acronyms

CBOs	Community Based Organisations
CDA	Community Development Assistant
CDO	Community Development Officer
CSO(s)	Civil Society Organizations
FAL	Functional Adult Literacy
GOU	Government of Uganda
HIV/AIDs	Human Immuno-deficiency Virus/Acquired Immuno-Deficiency Syndrome
HPPG	Harmonised Participatory Planning Guide for Lower Local Governments
IGA	Income Generating Activities
M & E	Monitoring and Evaluation
MOLG	Ministry of Local Government
NGO	Non Government Organisation
PEAP	Poverty Eradication Action Plan
Plan	Plan International
PMA	Plan for Modernization of Agriculture
SDSSP	Social Development Sector Strategic Plan
HLG	Higher Local Government
TOT	Training of Trainers

Annex A: Evaluation Forms

Trainer's Pre-Programme Evaluation

Generally, do all aspects of the content and running of the programme appear appropriate for the identified needs, such as (circle “Yes” or “No” and, if appropriate, qualify the answer in your report):

- Have the appropriate personnel been consulted about the subject need? Y N
- Are the programme aims and objectives relevant to too the identified need? Y N
- Have the aims and objectives been agreed with the beneficiaries? Y N
- Is the design of the programme concerning daily content, pace, and training methods suitable for the expected participants? Y N
- Is the training venue appropriate? Y N
- Do the selected trainers/facilitators have the right knowledge and skills? Y N
- Are the training methods to be used suitable for the objectives? Y N
- Are all the facilities, equipment, etc. available? Y N
- Are they all appropriate for the objectives and participants? Y N
- Have all the in-programme and post-programme validation and evaluation arrangements been agreed and established? Y N
- Have all the administrative and logistical procedures been set up? Y N

Trainer's In-Programme Evaluation

Generally (circle "Yes" or "No" and, if appropriate, qualify the answer in your report):

- Does the programme appear to be effective? Y N
- Do any adaptations need to be made to any parts of the programme? Y N
- Do the participants seem to be enjoying the programme? Y N
- Are they meeting the objectives of the course? Y N
- Do they find the topics relevant? Y N
- Were the topics presented in the sessions useful in helping participants understand their own work in their own districts? Y N
- Do they find the training techniques, learning resources, assessment methods, and evaluation arrangements satisfactory? Y N
- Are they satisfied with the learning equipment and facilities? Y N
- Are they satisfied with the domestic arrangements? Y N
- Are they having any particular difficulties? Y N
- Do they seem satisfied with the trainer(s)? Y N
- Do the assessment tasks reveal the learning that is taking place? Y N
- Would you like to see any modifications in this Training module that would make it more effective for participants? Y N

Trainer's Post-Programme Evaluation

Post-programme evaluation should be scheduled approximately three months after the training. It is completed by the trainer(s) by interviewing a representative sample/percentage of participants, preferably at their workplace.

A. Learning Performance

Generally (circle "Yes" or "No" and, if appropriate, qualify the answer in your report):

- Did the trainees meet the objectives of the programme? Y N
- Did all aspects of design and implementation of programme work as intended and were they effective? Y N

Did the participants:

- Find the objectives relevant? Y N
- Find any objectives more relevant or less relevant than others? Y N
- Feel that the level of treatment of content was appropriate? Y N
- Feel that their expectations had been met? Y N
- Consider any parts of the programme to be particularly relevant/not relevant/useful/not useful? Y N
- Consider some elements of the programme should be omitted? Y N
- Think that some topics should be added to the programme? Y N
- Like or dislike any part of the programme? Y N
- Like or dislike any of the training methods? Y N
- Find the resources useful? Y N
- Like or dislike the assessment tasks? Y N
- Feel that they had adequate support from the trainer (s)/facilitator (s)? Y N
- Feel that the length of the programme and the length of the sessions was appropriate? Y N
- Feel that the selection/composition of participants were appropriate? Y N
- Consider the administrative support was adequate? Y N
- What changes would they recommend to any of the elements noted above?

What changes, if any, would you as the trainer make for a similar programme in the future?

B. Job Performance

Generally (circle “Yes” or “No” and, if appropriate, qualify the answer in your report):

- Did the programme make a difference in the participant’s job performance? Y N
- Did the participant find the programme helpful when he/she returned to his/her job? Y N
- Have parts of the programme been put into practise by the participant? Y N
- Has their performance been assessed? Y N
- If so, has their job performance improved in any of these ways:
 - Efficiency Y N
 - Effectiveness Y N
 - Productivity Y N
- Have they been given feedback on their performance? Y N

Participant's Evaluation

Your thoughts on this workshop will aid how they are conducted in the future. Thank you for taking the time to complete this questionnaire.

A. Overall Workshop Effectiveness:

Learning objectives were stated at the beginning of each session. Using a scale of 1 to 5, please rate the degree to which the subject matter of each session helped you to understand the subjects (1 = the session was not helpful; 5 = the session was very helpful):

Session 1: Definition of Community Mobilization and Participation 1 2 3 4 5

Session 2: Community Empowerment 1 2 3 4 5

Session 3: Participation, Participatory Planning and Participatory Monitoring and Evaluation 1 2 3 4 5

Session 4: Community Driven Development 1 2 3 4 5

Session 5: Civic Engagement and Participation 1 2 3 4 5

Session 6: Enterprise for Community Development 1 2 3 4 5

Session 7: Conflict Prevention and Post-Conflict Community Mobilization

1 2 3 4 5

Session 8: Early Warning Systems and Community Based Environmental Management

1 2 3 4 5

- How helpful was the training provider support in the following areas:

a. Advance preparation 1 2 3 4 5

b. Logistics and support 1 2 3 4 5

c. Keeping you informed 1 2 3 4 5

- Did you find the training material easy to use and easy to comprehend? Y N

- Did you find the case studies useful and appropriate to the subject? Y N

B. Additional Comments: Please give feedback on:

1. The trainers knowledge of subject matter, ability to bring about group participation, ability to summarize, and generally to meet the workshop objectives:_____

2. The handouts and group exercises (how much they related to your needs):

3. The facilities and arrangement of the seating: _____

4. The training approach (interactive, emphasis on the experiential process):_____

5. Other comments:_____
